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ABSTRACT

This paper reports the results of a normative survey conducted to determine factors considered to be important by Chicago-area baccalaureate oriented community college students in choosing a transfer college or university. From a population of more than 50,000 full- and part-time baccalaureate oriented students enrolled in 14 Chicago-area community colleges, a random sample of 241 was drawn. Subjects were surveyed through use of the personal interview technique. Results of the study indicate that there are four major factors which characterize the transfer institution which community college students select for completion of their baccalaureate degree: (1) the institution must offer the program preferred by the student; (2) the students prefer that it be located close enough that they can live at home while attending college; (3) students want the transfer institution to have a high academic reputation; and (4) low tuition is an important factor. Demographic characteristics, transfer institutions selected, curriculum choices, and opinions of the sample concerning the University of Illinois campuses are reported. Recommendations are made relative to actions that should be taken by the University of Illinois at Chicago Circle and at Urbana-Champaign. An extensive review of pertinent literature is included in the report. The survey instrument, instructions for the interviewers, and a bibliography are appended. (Author/JDS)

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FACTORS INFLUENCING THE CHOICE OF A TRANSFER INSTITUTION FOR CHICAGO AREA COMMUNITY COLLEGE STUDENTS

by

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I

INTRODUCTION

The societal goal of equal educational opportunity for all has been extended to post-secondary education in the United States by the expansion of traditional university systems and the establishment of more than 500 new public community colleges during the late 1960s and early 1970s. The creation of new public community colleges in the rapidly growing suburban belts around major cities and the expansion of the community college systems in the large cities has resulted in a very rapid increase in the number of students enrolled in public community colleges in metropolitan areas such as Chicago, Los Angeles, Miami, Seattle, New York, and Dallas. For example, in 1965 there were 43,192 students enrolled in 16 Chicago area junior and community colleges and by 1974 that number had increased to 122,621 students enrolled in 20 colleges. a 150 percent increase in the ten-year period.[1]

The master planning for enrollment and institutional growth for higher education institutions in many states was based on the assumption that a linear relationship existed between the growth in community college enrollment and the number of transfer students seeking spaces in existing or newly created baccalaureate level colleges and universities. However, early in the 1970s it became clear that the total number of transfers from community colleges was not growing as rapidly as the total community college enrollment.

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[1]G. J. Froehlich, Enrollment in Institutions of Higher Learning in Illinois, (Urbana, Illinois: University Bureau of Institutional Research, 1974), pp. 122-137, 164-165.

In 1967 there were 6,833 transfer students from Illinois two-year public and private colleges to Illinois four-year colleges and universities.[2] This number of transfers came from a 1966 two-year college enrollment of 73,848 and was approximately one out of ten of the 1966 total head count enrollment.[3] The number of 1973 public two-year college transfers to Illinois four-year colleges and universities increased to 10,336[4] from a total community college enrollment of 170,432[5] during the 1972 academic year. This is 5.8 percent or approximately one student out of 18 enrolled the previous year. These data demonstrate that the proportion of Illinois two-year college students who transfer to a four-year college or university in Illinois has decreased rapidly during the last decade while the total community college enrollment in Illinois has increased by approximately 140 percent. In other words, the number of transfers from two-year colleges to four-year colleges increased by approximately 71 percent[6] while total enrollment increased 140 percent. What are the factors which explain this change in proportion of two-year college students transferring to Illinois four-year colleges?

One major reason for the change is the shift in the programs which students enter and the type of new students who have enrolled in the community

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[2]Ernest F. Anderson, Robert Darnes, Irma T. Halfter, and Henry Moughamian, Performance of Transfer Students Within Illinois Institutions of Higher Education. (Springfield, Illinois: Council on Articulation, 1971), p. 5.

[3]Ibid.

[4]A Follow-up Study of Fall, 1973 Transfer Students from Illinois Public Community Colleges. (Springfield, Illinois: Illinois Community College Board, 1974), p. 4.

[5]Froehlich, p. 113.

[6]Froehlich, p. 4.

colleges. In 1967, 28,000 full-time and 22,000 part-time students were enrolled in baccalaureate oriented programs in all Illinois public community colleges. The approximately 50,000 students in baccalaureate oriented programs was 57 percent of the 88,804 students enrolled in community colleges in 1967.[7] In 1974 the number of community college students enrolled in baccalaureate oriented programs had increased to 95,531, an increase of 88 percent in seven years, but the proportion of the total community college enrollment in baccalaureate oriented programs was only 36 percent, a decrease of 21 percent from the 57 percent in these programs in 1967.[8]

If, on the other hand, the number of community college transfers to four-year colleges is related to the number of community college students enrolled in baccalaureate oriented programs for the same year, we find that fall transfers to four-year colleges and universities in Illinois was 12 percent in 1967 and 12 percent in 1973, or about one out of eight of the students enrolled in baccalaureate oriented programs. Based on these data, the proportion of community college baccalaureate oriented students who transfer has remained about constant since 1967 at about one out of eight of the same year's enrollment.

Even though the proportion of total community college enrollment in baccalaureate oriented programs decreased from 1967 to 1973, the actual number of community college students enrolled in baccalaureate oriented programs in

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[7]Ernest F. Anderson and James S. Spencer, Report of Selected Data and Characteristics: Illinois Public Junior Colleges, 1967-68. (Springfield, Illinois, 1968, p. 22.

[8]"Selected Data of Illinois Community Colleges," Community College Bulletin, (Springfield, Illinois: Illinois Community College Board, 9 January-February, 1975), p. 3.

the 18 Chicago area public community colleges increased by approximately 10,000 students as shown in Table I. The increase of 10,592 students in this six year period represents a 27.7 percent increase, but analysis of Chicago City Colleges and suburban colleges separately shows that there was an actual decrease of about 6,000 (-23.4%) students at the seven City Colleges of Chicago while there was a growth of about 17,000 students (53%) at the suburban colleges. During this period three new suburban community colleges were established and four others experienced rapid growth.

This differential direction of enrollment patterns for baccalaureate oriented students between Chicago and suburban community colleges is an important consideration for the University of Illinois, especially the Chicago Circle campus. The University of Illinois at Chicago Circle is the only comprehensive public university in the Chicago area, and it depends on students from the Chicago and the Chicago suburban areas because it is a commuter university. Since a major proportion of UICC students come from the city of Chicago, a continuing decrease in the number of baccalaureate oriented students enrolled in the Chicago City Colleges could significantly influence the future enrollment at Chicago Circle unless students from Chicago enter Chicago Circle directly from high school or indirectly by transfer from other four-year colleges and universities. Unless Chicago Circle continues to increase its attraction for a significant proportion of the growing number of suburban students enrolled in community college baccalaureate oriented programs, its role in educating professionals in the Chicago area may be limited.

TABLE I

Number of Students Enrolled in Baccalaureate Oriented Programs
Eighteen Chicago Area Community Colleges
1967 and 1973

Community College (1)	1967 F.T. (2)	1967 P.T. (3)	1967 Total (4)	1973 F.T. (5)	1973 P.T. (6)	1973 Total (7)
DuPage	1,515	470	1,985	3,012	2,469	5,481
Triton	917	667	1,584	2,283	1,460	3,743
Chicago City	(11,961)	(15,285)	(27,246)	(10,308)	(10,526)	(20,834)
Kennedy-King	4,510	4,044	8,554	1,345	1,592	2,937
Loop	1,581	1,807	3,388	1,237	2,428	3,665
Malcolm X	308	697	1,005	528	548	1,076
Mayfair	1,150	1,330	2,480	808	1,088	1,896
Olive-Harvey	1,264	2,572	3,836	1,655	1,925	3,580
Southwest	352	1,523	1,875	1,391	1,045	2,436
Wilbur Wright	2,796	3,312	6,108	3,344	1,900	5,244
Elgin	767	0	767	785	649	1,434
Thornton	1,462	0	1,462	530	396	926
Wm. Rainey Harper	640	637	1,277	3,413	1,801	5,214
Prairie State	1,039	624	1,663	1,045	751	1,796
Waubonsee	213	298	511	895	509	1,404
Moraine Valley	--	--	--	1,265	1,053	2,318
Morton	888	948	1,836	343	368	711
Lake County	--	--	--	1,198	905	2,103
Oakton	--	--	--	1,455	1,504	2,959
Total	19,402	18,929	38,331	26,532	22,391	48,923
Chicago City Colleges	11,361	15,285	27,246	10,308	10,526	20,834
Suburban Colleges	7,441	3,644	11,085	16,224	11,865	28,089

Source: Anderson and Spencer, Report of Selected Data and Characteristics: Illinois Public Junior Colleges, 1967-1968, p. 22, Student Enrollment Data and Trends in Public Community Colleges: 1973, Vol. II, No. 2, February, 1974, p. 37.

However, Table 2 shows that the number of transfer students from Chicago City Colleges enrolled at Chicago Circle for the fall quarter has continued to increase in the face of declining enrollments in baccalaureate oriented students at these seven institutions. UICC has increased its new and readmitted transfer students from Chicago City Colleges from 423 in 1968 to 639 in 1974, a 51 percent increase, but the increase in the 11 suburban colleges has been at a much greater rate. Transfers from suburban colleges to UIUC increased from 174 in 1968 to 429 in 1974, a 147 percent increase, while the total number of two-year college transfers to UICC increased from 677 to 1,238 or 82 percent.

These data point to the changing community college enrollment and transfer patterns and provide a basis for considering what are the important factors for community college transfer students in selecing a four-year college and specifically what are their attitudes about transfer to the University of Illinois at Chicago Circle and at Urbana-Champaign.

TABLE 2

Number of Transfers to Chicago Circle by Type of Institution of Last Attendance 1968-1974

Year (1)	Chicago City Colleges (2)	Suburban Colleges (3)	Other Public Community Colleges (4)	Private Junior Colleges (5)	Out-of State (6)	Total Two-Year Transfers (7)
1968	423	174	10	48	22	677
1970	598	278	23	84	15	998
1972	427	233	18	68	8	753
1974	639	429	38	114	28	1,238

The Problem

Total community college enrollment in the Chicago area has increased by 50 percent in the last decade and the University of Illinois at Chicago Circle, as the only comprehensive public university in the Chicago area, has planned its educational programs and facilities on the assumption that it would continue to receive at least its proportionate share of the community college transfers. The total number of new two-year college transfers increased each fall term through 1970, but for the fall terms of 1971 and 1972 there was a considerable decrease in two-year college transfers from the peak of 1970. In 1973 and 1974 that number has continued to increase substantially so that there were 1,238 in 1974 compared to 998 in 1970. If the absolute numbers of Chicago City Colleges baccalaureate oriented students declines or remains consistant at about 29,000* and UICC receives a decreasing proportion of the increasing number of suburban community college transfer students, UICC could experience continued difficulty in filling the spaces planned for community college transfers. The present study explores possible solutions to this problem.

Purpose of the Study

The purpose of this study is to determine the attitudes of Chicago area community college students toward transfer to four-year institutions. More specifically, the study concentrates on identifying the "most important" and the "important" factors in the selection of a specific four-year college or university. The study also identifies the "attractive" and "unattractive"

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*Spring, 1975 enrollment.

factors about the University of Illinois at Chicago Circle (UICC) and Urbana-Champaign (UIUC) for those students who considered those institutions as a potential transfer college but did not select it as their first choice. Demographic characteristics such as family income and size, place of residence, sex, marital status, race, age, program, and type and length of attendance are related to the type of institutions selected and the major factors affecting that decision.

Importance of the Study

This study will provide direct information from baccalaureate oriented community college students on what four-year colleges and universities are considered attractive to them as a place to transfer and will identify the critical factors in that attitude. This information in the hands of faculty, administrators, boards of control, and coordinating boards will make it possible for academic planning and policy formulation to be more relevant to the perceived needs of one of the major university clientele groups. The study will provide feedback to Illinois public universities and the University of Illinois in particular on the importance to potential transfer students of selected institutional characteristics. In this way an institution can be more efficient in targeting its recruitment and public information efforts in order to fulfill its purposes and functions.

Limitations

This study was designed to be representative of more than 50,000 full-time and part-time baccalaureate oriented students in eighteen public community

colleges and two non-public two-year colleges in the Chicago area. The personal interview was considered a necessary procedure and an important feature of the data collection process in order to assure, insofar as possible, integrity and accuracy of the individual responses. The researchers had a goal of a minimum of 30 interviews from each of the 20 institutions for a total sample size of 600 to represent the attitudes of a population of more than 50,000 students. The following conditions made it impossible for our goals to be reached and therefore limit to some degree the generalizability of the findings:

1. Six of the 20 colleges were unable or unwilling to participate in the study at the time they received the request. Some of the colleges were unable to release the names, addresses, and phone numbers of their students because of the newly enacted federal legislation on release of confidential data. There is no evidence that the sample is biased by the lack of students from these colleges.
2. The sample is biased in favor of full-time students because the sample consists of 76 percent full-time students and 24 percent part-time in contrast to a student population about equally divided on this characteristic.
3. The sample may consist of a disproportionate number of community college students who were interested in the University of Illinois The randomly selected students had to decide to accept our invitation to come for the interview, and there seemed to be some indication that a few students came to the interview to get information about the University and their prospects for transfer.

4. The interviews were conducted by more than one inteviewer, and some of the persons doing the field work may not have asked the questions in the same way. Even though all interviewers were working from a common set of instructions and supervised by the director, the interviews were conducted in various environments, climates, and levels of trust and personal acquaintance, all of which may have influenced the data.
5. The findings are limited to community college students in large metropolitan areas.

II

REVIEW OF RELATED RESEARCH

by

Natalie Scholl

Introduction

With the growth in number and availability of community colleges has come hope that educational opportunity might become more completely equalized; the primary access barrier to post-secondary education has indeed been broken--which is to say post-secondary education is available to almost all upon demand. However, within the current systems of higher education, the role of the community college in providing uniform and universal access to the "total system of higher education" has yet to be confirmed.[9] For students who wish to pursue baccalaureate and/or professional programs, there remains, in the opinion of many, a second access barrier in gaining acceptance to the upper division (Willingham,[10] O'Neil,[11] Cross,[12] and Brossman[13]). Smooth transfer between two and four-year institutions is viewed as a critical factor in the success of the system; "the designation of the community colleges as the primary

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[9]Carnegie Commission on Higher Education, A Chance to Learn (New York: McGraw-Hill, 1970), p. 13.

[10]Warren W. Willingham, The No. 2 Access Problem: Transfer to the Upper Division (ERIC: Washington, D. C., 1972), ED 066140.

[11]Robert M. O'Neil, Beyond the Threshold: Changing Patterns of Access to Higher Education (Washington, D. C.: ERIC, 1970), ED 046346.

[12]Patricia Cross, Beyond the Open Door (San Francisco: Jossey-Bass, 1971).

[13]Sidney W. Brossman, Access to Higher Education Through the Community Colleges (Los Angeles: ERIC, 1973), ED 082747.

institutions for initial access to higher education will work satisfactorily only if access is guaranteed to programs beyond the community colleges . . ."

The transfer process is complex, involving problems qualitatively different from freshman admissions (see Willingham). However, there is research which suggests that in terms of attitudes and expectations of the college environment, freshman and transfer students have much in common (Buckley,[14] Saddlemeyer,[15] and Pate[16]). Buckley's study employed Stern's College Characteristics Index (CCI) to examine the differences among freshmen, upperclassmen, and transfer students at the State University College of the State University of New York with regard to expectations of the college environment. Freshman and transfer students scored significantly higher than upperclassmen on 8 out of the 11 first order environmental factors, leading to the conclusion that freshmen and transfer students share the "myth" and the unrealistic expectations associated with it.

On the basis of expectations, attitudes, and other subjectively perceived factors, students choose the institutions to which they will apply and in which they enroll, participating in a process of self-selection which in the words of Feldman,[17] "cannot be viewed as a totally rational and fully informed consideration of well-formulated alternatives." A review of the

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[14]Donald H. Buckley, "A Comparison of Freshman and Transfer Expectations," The Journal of College Student Personnel, (May 1971), pp. 186-188.

[15]Gerald Saddlemeyer, "Motivation and Attitudes of Transfer Students," College Student Survey, (Spring 1975), pp. 8-13.

[16]Robert Pate, "Student Expectations and Later Expectations of a University Enrollment," The Journal of College Student Personnel, (November 1970), pp. 458-462.

[17]Kenneth A. Feldman, College Student (New York: Pergamon Press), p. 17.

literature relating to reasons students choose transfer institutions, reveals that there has been little written on the specific attitudes of community college students toward transferring to four-year institutions. Because of basic similarities in the attitudes, experiences, and expectations of freshmen and continuing college transfers, studies of institutional chocie factors used by high school seniors and other first-time four-year college attendees are relevant. It has also been suggested that within the community college "real" transfer students are difficult to identify. Cooper, for instance, discusses the similarities of continuous and non-continuous community college students based on a statistical analysis of data which revealed no significant difference between the two groups with regard to 12 factors commonly thought to be of importance in producing academic success and persistence in reaching goals. Therefore, studies of factors used in choosing a community college would seem to be relevant. Finally, a knowledge and understanding of the dominant characteristics of community college students in general and community college transfers in particular should be helpful in this study.

Major Studies

Holland[18] conducted one of the early studies of choice factors through the research program of the National Merit Scholarship Organization. Polling finalists and their parents, he was interested in determining the conscious criteria which were being used in the judgment and selection of post-secondary

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[18] J. L. Holland, "Student Explanations of College Choice and Their Relationship to College Popularity College Proximity and Sex Differences," College and University, (Spring 1958), pp. 313-320.

institutions. The population being studied was clearly unlike that of community college transfer students; the significance of this study is less the content of the data collected than the identification of broad criteria which are for the most part relevant today. Geographic criteria, specifically closeness to home (not to be confused with living at home), were cited by 15 percent of the sample; academic quality was at least a minor factor in all cases, a major factor in specific fields of study, and more influential with regard to parents than students; status-prestige was identified as an indirect and subtle force in decision making; cost was seldom mentioned by this group, but recognized as a general consideration; and religious affiliation was noted to be especially important to several religious sects. Other choice factors which were identified by Hammond[19] include public vs. private support, co-ed vs. single sex, size, physical facilities, alumni, parent, and available scholarship aid.

The influence of parents, counselors, teachers/faculty, friends, etc., was studied in 1962. Kerr[20] found that high school seniors considered parents to be the most important influence in their decision making followed by school counselors, teachers, relatives, friends, self, and college representatives. Similarly, Sanford[21] also discusses the influence of any or all of the preceding,

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[19]M. Hammond, "Attitudinal Changes of Successful Students in a College of Engineering," Journal of Counseling Psychology, (Spring 1959), pp. 67-71.

[20]W. D. Kerr, "Student Perceptions of the Counselor's Role in the College Decision," Personnel and Guidance Journal, (December 1962), pp. 337-42.

[21]Nevitt Sanford, The American College (New York: John Wiley and Sons, 1962), pp. 221-222.

commenting particularly on the direct but also subtle influence of parents--particularly in middle class homes. He also expresses concern at that point that the drop-out and exchange ratios (including transfers) might be indicative of a problem situation with the college choice process.

Recent studies seem to reflect more independence on the part of students in educational decision-making. A longitudinal study of the high school graduating class of 1972[22] yielded a much higher rating of "self" in relation to other possible inputs, ranging from influence on high school programs (89 percent rated "self" "very important" vs. 14 percent "parents"). In this group's rating of factors for their importance in choosing a college to attend, academic factors in terms of a special curriculum and good academic reputation won out over college expenses, college admissions standards, parental advice, available financial aid, nearness to home, counselor/faculty or teacher advice, and living at home--in that order.

In a 1970 study of freshmen and their parents at Indiana University,[23] there was agreement between the groups that the academic reputation of the institution and departments or schools within were most important factors, but parents seemed to stress financial, geographical (Holland, 1959) and academic factors more than the students who valued more highly social, cultural, and informal advice factors.

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[22]Bruce W. Thompson, National Longitudinal Study of the High School Class of 1972, Vol. 1 (Washington, D.C.: U. S. Government Printing Office, 1974), pp. 18-20.

[23]Thomas A. Bowers and Richard C. Pugh, A Comparison of Factors Underlying College Choice by Students and Parents (Chapel Hill, North Carolina University: ERIC, 1972), ED 062936.

While the influence of parents appears to decrease over the period studied, the role of the counselor becomes more predominant in the educational decision making process. In examining the counselor with regard to institutional influence in the "cooling out" process, Kester[24] states that the counselor was active in four out of five of Clark's cooling out stages[25] and acts as an institutional leader for students. In the NORCAL attrition study of factors influencing withdrawal in 23 institutions,[26] Kester found that a majority of the students had a "willingness to take a cue" from their community college counselor and the counselor was the person whom community college freshmen would depend upon significantly for advice about "school or job plans." And, finally, the NORCAL study concludes that in the entire universe of people to whom the student could turn for advice, the community college "counselor" (as shown to be statistically different from "teacher or other"--no overlap) is the person the students rely on most. In the longitudinal study of the class of 1972,[27] 80 percent of those students also responded positively to a question on whether the school guidance counselor usually had the needed information. In fact, the important and significant impact or potential thereof of the community college counselor has been consistantly confirmed (Cooper, Kerr, Sanford, Knoell, and Medsker). A 1969 study by Moughamian of the City Colleges of Chicago produced evidence that intensified counseling was able to increase the graduation rate of community college students in the

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[24]Donald L. Kester, The Community College Counselor in the College's Primary Institution Leader in the "Cooling Out" Process (ERIC, 1974), ED 097937.

[25]Burton R. Clark, The Open Door College (New York: McGraw-Hill, 1960).

[26]Thomas F. MacMillian, The NOCAC Project: Phase I Final Report (ERIC, 1969), ED 031240.

[27]Thompson, pp. 18-20.

Associate of Arts Degree Program.[28] It therefore seems that the counselor may be an important and significant influence in helping community college students decide what transfer institution they will enter.

Richards and Holland[29] found evidence for four major factor categories: intellectual emphasis (academic interests and values); practicality ("closeness to home," "low cost"): advice of others (parents, teachers, counselors, friends, etc.); and social emphasis ("social climate, extra curricular life"). A study by Medsker and Trent[30] categorized responses into six general areas: (1) intellectual emphasis--quality and reputation of the institution, academic standards, intellectual atmosphere and curricular excellence; (2) practicality--emphasis on basic cost of the institution, good location in terms of closeness to work and/or home; (3) advice of others--including parents, teachers, counselors, peers, etc.: (4) social emphasis--social environment, co-edification; quality/quantity of fraternal organizations; (5) emphasis on religious, ethical, and moral values, and (6) size of institution.

Having discussed research related to the primary advice-givers, parents and counselors, a major factor which deserves attention is that of "intellectual emphasis." Interviews of transfer students who were in four-year colleges

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[28]Henry Moughamian, Selective Characteristics of Chicago City College Students (Chicago: Chicago City College District 505, 1973) (Unpublished).

[29]James M. Richards and John L. Holland, A Factor Analysis of Student Explanations of Their Choice of a College (Iowa City: American College Testing Program, October 1965). Research Report No. 8.

[30]Leland L. Medsker and James W. Trent, The Influence of Different Types of Public Institutions in College Attendance from Varying Socio Economic Levels (Berkeley: Center for the Study of Higher Education, 1965).

revealed that they believed that they would have been unprepared and unsuccessful academically if they had come directly to a four-year institution.[31] However, they also said that they preferred the more personal, less demanding atmosphere of the community college for the first two years. Many of these students would not have been able to gain acceptance at a four-year institution as freshmen. Generally, there is evidence that academic factors are more important to parents than to students. In terms of major fields of study, transfer students in one California study generally tended to pursue the same major after transfer.[32] In instances where a major area of interest was extremely specialized or in the case of some of the sciences, choice of institution was very closely linked to the existence of particularly high quality academic department.[33] Another category of students who tend to sort institutions along academic lines are "latent" transfers who do not have clearly baccalaureate-oriented programs and must shop, in a sense, for institutions which will convert large numbers of their previously completed course hours into transfer credit toward the B.A. to save time and money.

Research is quite abundant in the area of practicality. The most obvious cost factors--money, and time away from work for money--take their toll on the lower middle and lower income classes according to most studies.

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[31]Ben Borgen, Carl Clark, and Everett Hall, "Transfer Students Speak Out," (Bethesda, Maryland: ERIC, 1968), ED 021302.

[32]Academic Performance of College of San Mateo Transfer Students at the University of California and State Colleges (San Mateo, California: ERIC, 1968), ED 024383.

[33]Holland, pp. 313-320.

In terms of leaving home to go to school[34] students who migrated were found to be more likely to have rural or suburban homes, moderate to high incomes, no plans to work while in school, and little emphasis placed on low cost in choosing a college; the converse was true for students who attended college locally. In studying choice factors, Cross found that "new students" in higher education (operationally defined as those scorings in the lowest one-third among national samples of young people on standardized tests) give considerably more weight than traditional students to the combined factors of "low cost," "offers financial aid," and "nearness to home."[35] Based on Scope data (1966) presented by Cross,[36] it can be seen that the "new students" are from relatively low socioeconomic backgrounds. In a study of Illinois public universities student financial aids in Illinois, the role of parental income and assistance was observed in relation to several income intervals. In general, the importance of parental assistance increased with family income, accounting for eight percent of the college resources of the 0-$8,000 income interval and 30 percent of the college resources of students in the income interval above $20,000; only about one-third of the students in the lowest income interval get any financial assistance from parents.[37] Low income students were also shown to be less successful in securing both summer and school year employment.

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[34]Robert H. Fenske and Craig S. Scott, Comparison of Freshmen who Attend College in Their Home Community and Freshmen who Migrate to Colleges (Iowa City, Iowa: ERIC, 1972), ED 067567.

[35]Cross, p. 13.

[36]Cross, pp. 75-76.

[37]Charles Adams, Jr. and others, Student Financial Aid in Illinois: A Program Evaluation (ERIC, 1974), ED 095771.

The possibility of a tuition hike is advocated by the Carnegie Commission on Higher Education,[38] and a study by the Illinois Board of Higher Education (IBHE) reported that 11 percent of the sample said they'd drop out altogether or might drop out, earn money, and return if tuition was raised. This group of students was part-time and married with a mean age of 26.[39] A study of characteristics of Chicago City College students showed that 31 percent had adjusted gross incomes under $6,000 and only 19 percent had incomes of $12,000 or over. Six out of every 10 of these students contributed 50 to 100 percent toward their own support and only 20 percent were totally dependent on parents for support. In the longitudinal study of the high school class of 1972,[40] 83 percent of the students in academic programs planned to get funds from their parents while the figure was 71 percent in general and 67 percent in VoTec. In terms of income, 20 percent of the students in general and 23 percent of the students in Vocational Technical programs had parents who earned $6,000 or less before taxes compared to only 9 percent in that range for those in academic programs. On the other end of the income scale, 19 percent of the students in general and 13 percent of the students in VoTec had parents who earned $15,000 or more before taxes vs. 34 percent of students in academic programs with parental incomes in that range. It seems clear that there is

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[38]Carnegie Commission on Higher Education, Higher Education Pays? Who Benefits? Who Should Pay? (New York: McGraw-Hill, 1973).

[39]Adams, pp. 127-128.

[40]Thompson, op.cit.

a stratification of economic levels occurring in regard to the type of institution entered. In 1967, 14 percent of all entering freshmen were "low income students with parental incomes below $6,000 and 10 percent of university, 14 percent of four-year college, and 18 percent of community college students were classified as 'low income.'"[41]

Geographic Access

A factor which has received much attention in the literature is that of geographic access. Studies by Trent and Medsker,[42] Cross,[43] etc., have suggested that location is a prime factor in the selection of a community college and that the rate of attendance among the college age population is increased by placing the community college within commuting distance.

The Carnegie Commission on Higher Education has specifically recommended that community colleges or equivalent facilities be established within a commuting range of potential students in all population areas[44] and the basic value of establishing more community colleges to promote access has been echoed in a number of Commission reports. However, there are some who do not believe that geographic access is as powerful an influence on college attendance as originally thought. Among these, Anderson, Bowman, and Tinto reanalyzed two large sets of data using several econometric models and concluded that "propensities to attend college are spread by many influences, but college proximity

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[41]Engin I. Holstrom. Low Income Students: Do They Differ from Typical Undergraduates, (ERIC, 1973), ED 083894.

[42]James W. Trent and Leland L. Medsker, Beyond High School (San Francisco, California: Jossey-Bass, 1968).

[43]Patricia Cross, The Junior College Student: A Research Description (Princeton, New Jersey: Educational Testing Service, 1968).

[44]Carnegie Commission on Higher Education, A Chance to Learn (New York: McGraw-Hill, 1970), p. 13.

is among the least influential factors bringing about the diffusion of college going among members of a community. Both low-cost tuition and the elimination of ability constraints on entry are more relevant than school location to those youth who are at the decision margins. In particular, evidence that a new local college will increase college attendance among youth from disadvantaged families is weak. There is some evidence that local open door colleges will increase the attendance of youth of below average ability and socioeconomic status."[45]

In much of the literature on the economically disadvantaged, the racial and ethnic minority influence is so strong that it is often difficult to separate the two. In fact, the proportion of blacks has been shown to be consistantly higher among low income students.[46] Stratification does exist and minorities are still concentrated in the community colleges and in the lower divisions of four-year institutions.[47] According to research done by the Southern Regional Education Board,[48] black students attend community colleges for some of the same reasons low-income students do: low costs, proximity, and educational programs. The influence of mothers and older friends was also mentioned as a factor. In fact, 78 percent of this sample listed three factors concerning their reasons for attending junior college--cost factors, proximity factors, and type of programs offered. In the national

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[45]Arnold Anderson, Mary Jean Bowman, and Vincent Tinto, Where Colleges are and Who Attends (New York: McGraw-Hill, 1972), p. 287.

[46]Holstrom, op.cit.

[47]O'Neil, op.cit.

[48]Southern Regional Education Board, New Challenges to the Junior Colleges: Their Role in Expanding Opportunities for Negroes: A Progress Report, (Atlanta: ERIC, 1970), ED 041583.

longitudinal study of 1972 high school graduates, the proportions of blacks enrolled in "academic" programs as opposed to "general" or "votec" was significantly lower. Also, where 80 percent of whites planned on money from parents, only 67 percent of blacks did. There was also an inverse relationship with regard to high income and percentage of blacks, 50 percent of black students from families with an annual income below $6,000 vs. 12 percent whites in that bracket. So, it might be concluded that the low income and minority populations overlap considerably. Therefore, many of the proximity factors discussed in the previous paragraph would be relevant to racial minorities as well.

Up to this point, several studies with local relevance have been reviewed in the context of other factors. There are several studies, however, which are important in the context of the research on community college transfer students which is being conducted for the University of Illinois, specifically, in the Chicago Metropolitan area. A five-year longitudinal study of 1967 fall term Chicago City College transfers provides some general descriptive data and information on transfer patterns.[49] Of that group, 80 percent transferred to seven Illinois institutions. Seven out of ten (approximately 65%) enrolled in public institutions and the graduation rate over the five year period was 60 percent. At that time, the University of Illinois at Chicago Circle was the choice of the largest number of transfers (333) followed closely by Northeastern Illinois University (304).

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[49]Henry Moughamian, A Five Year Longitudinal Study of the City Colleges of Chicago Transfer Students (ERIC, 1972), ED 072780.

With regard to the Urbana campus, two recent studies are relevant. Freshman responses to the American Council on Education Student Information questionnaires provides some insight into choice factors[50] and the form itself was helpful in developing the instrument for the current study. In 1972, UIUC's "good academic reputation" was noted as very important by 79 percent of the sample followed by "wanted to live away from home" (35%), "low tuition" (22%), "special education program offered" (20%), "advice of someone who attended" (17%), and "offered financial assistance" (14%). A second study included the results of the College Diagnostic Questionnaire (CDQ) administered to 4,500 fall 1973 freshmen.[51] Given 12 possible reasons for attending UIUC, 72 percent rated "academic reputation" "very important" followed at a distance by "wanted to live away from home," "low tuition," and "advice of someone who had been here before." Other items which received responses included seven items similar to those offered in the previously summarized study. However, in this case, there was found to be a different ranking of factors by students in different colleges of the university. Given a choice of five types of institutions to rank order, 76 percent gave "in-state public college or university" as a first choice; 31 percent rated second "out-of-state public college or university" as second choice (except students in the Colleges of Liberal Arts and Sciences who chose "in-state private college or university"

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[50]Pam Hexner, Responses by University of Illinois Urbana-Champaign Entering 1972 Freshmen to the American Council on Education Inforormation Form (Urbana: University of Illinois Office of Instructional Resources, 1973), Research Memorandum 141.

[51]Dale C. Brandenburg, Results of the College Diagnostic Questionnaires, (ERIC, 1974), ED 090842.

equal with the above). In response to a question involving a second choice if not enrolled in UIUC, 49 percent gave another public state institution as a choice (agriculture students were more likely to attend a public two-year college than students in other fields). Fifty-five percent stated that choice of institution was based upon cost and quality factors; 29 percent rated "quality" the number one consideration. In indicating degree of concern over finances, approximately 18 percent labeled it a "major concern," 51 percent felt "some concern," and 29 percent "none." In terms of support, 71 percent checked as a major factor "parental and/or gifts" and 38 percent part-time and/or summer work. Approximately 74 percent of this group was white Caucasian, three percent black, and three percent Puerto Rican American.

III

METHOD AND PROCEDURES

Design

This study is a normative survey of an existing population of baccalaureate oriented community college transfer students enrolled in Chicago area two-year colleges. It is assumed that knowledge about the characteristics and behaviors of the present potential transfer students and their attitudes about four-year colleges and universities is predictive for the same types of students from that population during future years. In addition, it is assumed that a random sample of the total population is representative of the group and can be used to relfect group attitudes and behaviors.

The study is not experimental and does not involve experimental treatment of the sample students. The study identifies the characteristics of individual students and their community college and shows the relationship between a student's attitudes about transfer and pre-conditions which have occurred naturally before the study. The variables identified and studied are listed below.

1. Length of community college attendance.
2. Type of attendance: full-time or part-time.
3. "Most important" and "important" factors in choosing the community college.
4. Community college program in which the student is enrolled.
5. Is the program designed for transfer?

6. Did the student plan to transfer when he entered community college?
7. What transfer program does the student expect to enter?
8. Expected time of transfer.
9. Proportion of program to be completed before transfer.
10. Has the student decided what institution he or she will transfer to?
11. Name of transfer institution.
12. "Most important" and "important" reasons for choosing that transfer institution.
13. Did the student consider transferring to UICC and UIUC?
14. Attractive features about UICC and UIUC.
15. Unattractive features about UICC and UIUC.
16. Changes needed to make UICC and UIUC more desirable for transfer.
17. Community college attended.
18. Section of city or suburb of residence.
19. Age in years.
20. Sex.
21. Marital Status.
22. Race.
23. Estimated total family income before taxes.
24. Number of persons supported by family income.

Sample

The sample consists of 241 usable student interviews from fourteen Chicago area community colleges conducted between November, 1974 and May, 1975. A list of the participating colleges and the number of interviews from each college are shown in Appendix A. The number of interviews from each college ranged from 28 at Loop to a low of 2 at Oakton. Because of the small number of interviews from three colleges and the relatively small numbers from all colleges, the study does not attempt to measure differences between individual institutions, but the sample is assumed to be representative of the two major types of colleges; the City Colleges of Chicago and suburban community colleges.

The sample consists of a random selection of students from a list of the baccalaureate oriented students with address and phone numbers who came to the interview after being selected from the list by use of a table of random numbers. In three colleges the random selection was made by the community college research coordinator, using essentially the same method used by the research director. The colleges at which the sample students were selected by the community college research coordinator are identified in Appendix A.

Instruments

The data for this study were gathered by an interview schedule developed and tested by the researchers to obtain and record the attitudes of Chicago area community college students toward transfer to the University of Illinois at Chicago Circle and at Urbana-Champaign. A copy of the interview

schedule which was used by the interviewers and the written instructions which accompanied it are shown in Appendix A.

The interview schedule was developed by the research director and his research assistant and reviewed by the University of Illinois Survey Research Laboratory staff. Suggestions for improvement were incorporated into the first draft and used in a pilot test by 20 community college faculty members enrolled in the research director's graduate seminar on the community college. Each faculty member was asked to administer the interview schedule to a randomly selected community college student at their college by following the written instructions. After the interview, each faculty member was requested to write any criticisms and suggestions for improving the instrument on the back of the completed schedule and return it to the research director. Several suggestions were made and most of these were incorporated into the final schedule shown in Attachment C.

The rationale of the researchers for an interview rather than a mail questionnaire was the strong belief that community college students would respond more completely and accurately to a person who took the time and interest to come to their college to talk with them about their attitudes and ideas about transfer than they would to an impersonal mail questionnaire from someone they had never heard of at the University of Illinois. Most of the interviews in five colleges were conducted by community college faculty members from the college where the students were enrolled, and in most cases the faculty interviewer was the same race as the student. However, the interviewees were not enrolled in any class taught by the faculty interviewer. The data obtained

were received under conditions of trust. The faculty members doing the interviewing indicated that many of the students were at first hesitant to respond until they knew the purpose of the study and were assurred by someone they trusted that it could not be used against them in any way. Only the two researchers and the interviewer had access to the individual student codes.

This study reinforced the director's belief that trust in the interviewer on the part of the interviewee is critical in obtaining valid data, especially from students who may not trust researchers of a different culture, race, or life style. By use of community college faculty who were graduate students, we believe we were able to overcome much of this fear.

Procedures

The procedures listed below provide a guide to the order and the steps followed in initiating and conducting this study:

Step 1: A short proposal was developed explaining the purposes and extent of the study and this was used to obtain input and approval from University, UIUC, and UICC officials for the study.

Step 2: The interview schedule was developed to gather the data needed from the students for the study. Written instructions were developed for the interviewers since some of them would not be on the research staff. The interview schedule was tested with 20 Chicago City College students and revisions made to make it easier to administer.

Step 3: Presidents of each of the Chicago area community colleges were contacted by letter and asked to participate in the study. Fourteen of the 18 colleges agreed to participate.

Step 4: Each community college was requested to provide the research staff with an alphabetical list of all full-time and part-time students enrolled for the 1974 fall term in baccalaureate oriented programs, from which a random sample of approximately 50 student names were selected by use of a table of random numbers. Only students with name, address, and phone number were selected. At three colleges the sample was selected by the community college research coordinator and at one of these three the sample students were scheduled by the community college research coordinator and at one of these three the sample students were scheduled by the college, with the University Research Director and the Research Assistant conducting the interviews.

Step 5: A letter from the research director was sent to each student explaining the purpose of the study, asking their assistance, and explaining that an interviewer would contact them by phone to set up a time for the interview at their community college on a given date.

Step 6: Each sample student was contacted by phone either by the person who was doing the interview or a member of the research staff to establish a time for the interview. In

many cases it was impossible to reach the student by phone or they were unable to participate in the study because of time, disinterest, or some other reason.

Step 7: On the day for the scheduled interviews, the interviewer(s) went to the designated place at the community college and met each student for a 15-20 minute period at which time the first 21 questions were asked and recorded and each student was asked to check in the presence of the interviewer the nine personal data items on a separate data form.

Step 8: These data were coded and punched on IBM cards as shown on the layout sheet (See Appendix B).

Step 9: Data were summarized and analyzed by use of the University of Illinois SOUPAC programs.

Statistical Tests and Analyses

A summary of the frequencies for each response to the questions and personal data items for the 241 students in the sample was run as a basis for presenting a description of the sample. The number and the percentage of the total population giving each response and the number of blanks for each of 66 variables were included, and summary tables describing the characteristics of students, transfer institution selected, curriculum, residence, age, and estimated family income are presented in a later section of this report.

The students who had selected a transfer institution were analyzed separately in order to observe differences, if any, in their responses and

the total sample. This provided the basis for determining the "most important" and the "important" factors in selecting a transfer institution for those who had selected a specific campus.

The students from the seven City Colleges of Chicago (N = 143) and the six suburban colleges (N = 90) were analyzed separately and comparisons between the two groups of students are presented where appropriate. This analysis makes it possible to see whether or not the suburban college students are selecting different transfer institutions and to observe the reasons for selecting a transfer college.

The data were analyzed by the transfer institution selected by the 170 students who had decided on a college. All four-year colleges selected by five or more students, and out of state colleges, and all others, were analyzed separately. In this way it is possible to compare the students who chose UIUC and UICC with the students who chose other Illinois colleges in regard to the 65 variables for which data are available.

The final analysis was a missing data correlation program for all 241 students in the sample, all 143 students from Chicago City Colleges, and all 90 students from the six suburban community colleges. These analyses provided a comparison of these two types of colleges in regard to the relationship of the various student characteristics and the significant factors in choosing a transfer institution.

IV

FINDINGS

Characteristics of Students

The first part of this section is a presentation of data which describes the 241 sample students selected to represent the approximately 60,000 baccalaureate oriented community college students in the 20 Chicago area colleges in 1974.

A total of 241 usable interviews serve as the basis for this study. The number consists of 143 from the seven City Colleges of Chicago, 90 from six public suburban colleges, and eight from the Central YMCA Community College, a non-public college located in Chicago. Approximately three-fourths (76%) of the students were attending full-time and one-fourth were part-time students at the time of the study. The sample is biased toward the full-time students because the population from which the sample was selected is about equally divided between full-time and part-time students. About one-half (49%) of the students were in their first or second terms of attendance which would be their first year of community college attendance. Another 35 percent of the sample were in the third or fourth term of attendance which means that approximately 85 percent of the sample had been in either full-time or part-time attendance less than two full academic years.

The number of students from each college by sex, marital status, race, family income, and median age is shown in Table 3. The distribution by sex for the sample is 48 percent female and 52 percent male. The total Illinois

TABLE 3

Characteristics of Students in Sample

Code	Institution (1)	No. of Students (2)	Sex		Marital Status		Race			Family Income*($000)						Median Age (16)
			Female (3)	Male (4)	Single (5)	Married (6)	White (7)	Black (8)	Other (9)	0-3 (10)	3-6 (11)	6-10 (12)	10-15 (13)	15-25 (14)	25+ (15)	
06	Mayfair	18	11	7	11	7	11	1	5	7	2	4	3	2	0	24.5
07	Southwest	16	6	10	13	3	14	2	0	2	0	1	8	4	1	19.5
08	Malcolm X	26	11	15	18	8	0	23	3	4	7	4	6	1	4	24.5
10	Loop	28	14	14	19	9	9	13	6	1	4	9	5	5	1	26.0
14	Olive-Harvey	8	7	1	4	4	0	8	0	0	1	4	1	2	0	26.5
12	Kennedy-King	28	17	11	18	10	0	28	0	7	12	5	4	0	0	26.5
13	Wright	19	6	13	19	0	16	1	2	2	1	7	7	0	2	19.5
	Sub Total CCC	(143)	(72)	(71)	(102)	(41)	(50)	(76)	(16)	(23)	(27)	(34)	(34)	(14)	(8)	(23.0)
29	W. R. Harper	25	12	13	25	0	25	0	0	0	2	0	6	7	7	18.5
33	Waubonsee	19	7	12	14	5	19	0	0	0	1	2	4	10	2	20.0
38	Moraine Valley	10	2	8	8	2	10	0	0	1	0	1	4	4	0	20.0
42	Lake County	20	14	6	14	6	18	1	1	1	2	1	5	8	2	20.5
45	Oakton	2	1	1	2	0	1	1	0	0	0	1	0	0	1	21.5
03	Prairie State	14	6	8	14	0	12	2	0	0	0	2	4	7	1	19.0
	Sub Total Suburbs	(90)	(42)	(48)	(77)	(13)	(85)	(4)	(1)	(2)	(5)	(7)	(23)	(36)	(13)	(19.5)
51	Central YMCA	8	2	6	8	0	1	5	2	1	2	0	3	1	0	19.5
	Grand Total	241	116	125	187	54	136	85	28	26	34	41	60	51	21	(21.0)
	Percent	100.0	48%	52%	78%	22%	56%	35%	9%	11%	14%	17%	25%	21%	9%	

*Eight persons (3%) did not respond.

population of community college baccalaureate oriented students consists of approximately 46 percent female and 54 percent male. Therefore the sample seems to be representative of the population on this variable. More than three-fourths (78%) of the sample are single and 22 percent are married. In the fall of 1974, 78 percent of the community college transfers to UICC were single and 21 percent were married.[52] This sample is similar to the group which actually transfers to UICC. Also, of the 28 students in the sample who have chosen UICC for transfer, 78 percent are single and 21 percent are married; however, all of the 18 students who have chosen UIUC are single.

The racial distribution of the sample consists of 56 percent white, 35 percent black, and 9 percent oriental, Mexican-American/Chicano, and Puerto Rican-American. As shown in column 7 of Table 3, 76 of the 85 black students are at the City Colleges of Chicago, and most of these are at Malcolm X, Loop, Olive-Harvey, and Kennedy-King. More than one-half (53%) of the sample students from Chicago City Colleges are black while only 4 percent of the suburban students in the sample are black. In the fall of 1973 approximately 54 percent of the full-time students enrolled at Chicago City Colleges (CCC) were black and 38 percent white.[53] The sample from CCC is representative of the population, and the suburban group is approximately 4 percent black which is representative of the racial make-up of the population enrolled in 11 suburban colleges with approximately 4 percent black or Afro-American.[54]

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[52]Ernest F. Anerson and Natalie R. Scholl, Characteristics of Transfer Students at the University of Illinois at Chicago Circle (Champaign, Illinois: University Office of School and College Relations, Research Memorandum 75-2, April, 1975), p. 12.

[53]Moughamian, op.cit.

[54]Supplementary Student Enrollment Data in the Public Community Colleges: Fall, 1974 (Springfield, Illinois: Illinois Community College Board, 1975), p. 11.

Family income is a major factor in college attendance, especially at four-year colleges and universities. Table 3 shows that approximately 42 percent of the total group has a family income less than $10,000 per year for 1974, and the median for the group is estimated to be approximately $12,000. However, for the CCC sub-group approximately 60 percent came from families with incomes of $10,000 or less and only 17 percent had incomes of $15,000 or more. The suburban sub-group reported 54 percent above $15,000 and only 15 percent below $10,000. Clearly the suburban and city college groups come from families with different incomes.

The median age of the students in the sample is 21.0 years and the mean age is 23.5. Figure 1 shows the frequency by years for the total sample and Table 3 shows the median age by college and sub-group. Data presented in Table 3 shows that the suburban college students are younger as a group with a median age of 19.5 than the CCC group with a median age of 23.0. With the exceptions of Wright and Southwest Colleges, the CCC group is approximately 5 years older than the suburban group.

In summary, the 241 sample students are assumed to be representative of the population of baccalaureate oriented students in the Chicago area two-year colleges except for the known bias of a higher proportion of full-time students in the sample. However, the data presented in Table 3 shows that the sub-groups from CCC and the suburban colleges are quite different in racial make-up, family income, and age, with the Chicago City College group being older, a majority black, and coming from families with much lower incomes.

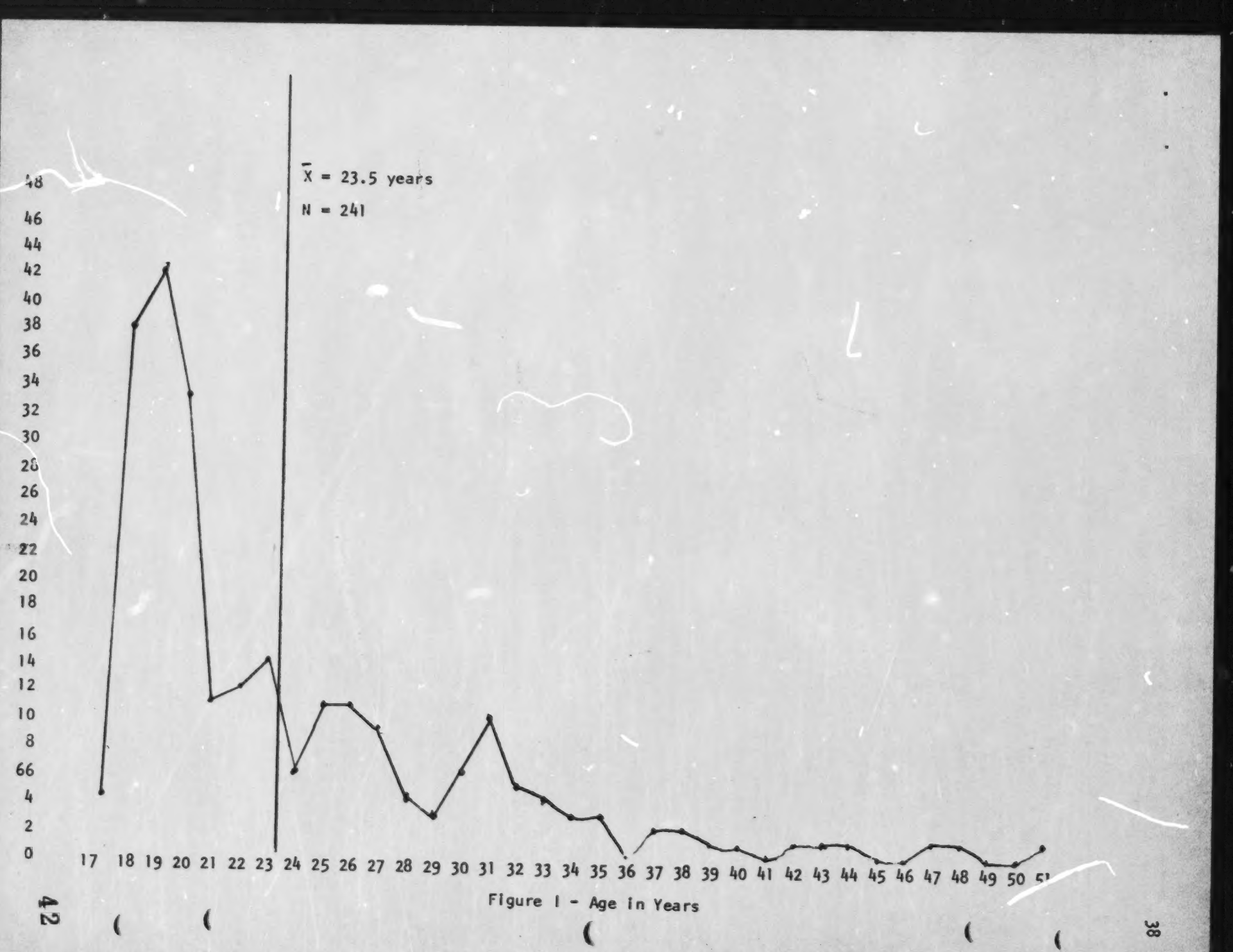

Figure 1 - Age in Years

Major Factors Affecting Selection of a Transfer Institution

A total of 170 or 71 percent of the 241 students in the study had chosen at the time of the interview the institution to which they planned to transfer. Each student was asked to name the one "most important" factor, and all of the "important" factors, in that decision.

The important factors in community college transfer student selection of a four-year college or university are shown by rank order in Table 4 for those students who had decided where they would transfer. Students who had not chosen a transfer institution were not asked to respond to this question because it was assumed that if they had not decided to what institution they would transfer they would be less able or willing to specify valid reasons for selecting a transfer institution.

The most important factors for selecting the four-year college to which community college transfer students planned to transfer was that it "offered the program of my choice." More than one-fourth (26%) of the students listed "offered program" first and another 31 percent mentioned it as important in their decision. Approximately 60 percent of the 170 students who had selected a transfer institution mentioned the importance of the program in their choice.

The location of the college close enough for the student to live at home ranked second in importance. Twenty-two percent listed it as "most important" and another 27 percent listed it as important with 49 percent of the group naming it as a factor in their decision. High academic reputation ranks third in importance with 18 percent of the students ranking it most important. More than 42 percent of the 170 students listed it as playing a part in their choice.

Low tuition ranks fourth as "most important" (7% of the students) and fourth overall (29% of the group) listing it as a factor in their decision.

The fact that friends of the students had attended or presently attended the institution chosen was the fifth reason mentioned as important. About one-fourth of the group listed it most important or important in their choice.

Counselor or faculty recommendation, convenience to place of work, location away from home, admission standards, more transfer credit accepted, and expected to be successful are all reasons mentioned by 10 to 16 percent of the group, but were not seen as most important by more than 1 to 3 students. Thirteen percent of the students listed other reasons or could not specify the most important reason.

These findings show that a four-year college or university which offers a comprehensive educational program, is close enough that the student can live at home and commute, is viewed as having a high academic reputation and has low tuition will be attractive to Chicago area community college transfer students. One of these four factors was listed as "most important" by almost three-fourths (73%) of the students. Other factors such as attractiveness to friends, admission and graduation standards, and potential for work and financial aid will clearly influence the potential community college transfer, but they are of less importance to a majority of the community college transfers.

TABLE 4

Important Factors in Community College Transfer Student Selection of a Four-Year College or University

Rank	Factors (1)	Most Important Number (2)	Most Important Percent (N = 170) (3)	Mentioned** Number (4)	Mentioned** Percent (N = 170) (5)	Total Responses Number (6)	Total Responses Percent (N = 170) (7)
1	Academic: Offers Program	45	26%	53	31%	98	58%
2	Location: Close Enough to Live at Home	37	22	46	27	83	49
3	Academic: High Reputation	31	18	41	24	72	42
4	Financial: Low Tuition	12	7	37	22	49	29
5	Personal: Friends Choice	4	2	38	22	42	25
6	Counselor or Faculty Recommendation	1	1	27	16	28	16
7	Location: Convenient to Place of Work	3	2	21	12	24	14
8	Location: Must Live Away from Home	1	1	21	12	22	13
9	Financial: Assistance Offered	3	2	18	11	21	12
10	Academic: Expected to be successful	3	2	16	9	19	11
11	Academic: More Transfer Credit Accepted	3	2	16	9	19	11
12	Academic: Admission Probable	3	2	15	9	18	11
13	Financial: Could Continue to Work	2	1	10	6	12	7
14	Parental Preference	0	0	11	6	11	6
15	Courses Offered at Convenient Times	0	0	8	5	8	5
16	Quality of Athletic Program	1	1	5	3	6	4
17	Other (Not more than 1 each)	21	13	39	23	60	35
	Total	170	100%				

*Less than 1%

**More than one factor could be mentioned by each respondent.

Transfer Institution Selected

All students were asked if they had decided on a transfer institution. As shown in Table 5, 170 or 71 percent of the sample had selected a four-year college or university to which they would transfer. The other 71 students (29 percent) were still undecided about a transfer college during the academic year preceding the year many of them were planning to transfer.

The University of Illinois at Chicago Circle ranks first with 28 or 16 percent of the sample having selected it as the choice for transfer, and UICC was followed by UIUC with 11 percent of the group. Northeastern, Northern Illinois and Chicago State each was selected by 8 or 9 percent of the group followed by Illinois State, Roosevelt, and Northwestern Universities with 4 percent each. A total of 24 or 14 percent selected an out-of-state institution.

Data presented in Table 5 demonstrate that Chicago Circle is the four-year college or university in Illinois which ranks first with this group of Chicago area community college transfers. In fact, about two times as many of these students selected Chicago Circle as selected any other institution except UIUC.

Analysis of transfers by Chicago area residence and transfer institution is presented in Table 6. These data clearly show that where the students live is a critical factor in their selection of a transfer institution. UICC is the only institution selected by ten or more students in which all four of the residence areas are represented. The 28 students who have selected Chicago Circle have relatively equal numbers from the three City of Chicago areas with

TABLE 5

FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED
BY CHICAGO COMMUNITY COLLEGE TRANSFER STUDENTS

Name of Institution (1)	Number of Students (2)	Percent of the No. who have Decided (3)	Percent of Total (4)
University of Illinois at Chicago Circle	28	16%	12%
University of Illinois at Urbana-Champaign	18	11	7
Northeastern Illinois University	15	9	6
Northern Illinois University	13	8	5
Chicago State University	13	8	5
Illinois State University	6	4	3
Roosevelt University	6	4	3
Northwestern University	6	4	3
Governor's State University	5	3	2
Loyola University	5	3	2
DePaul University	4	2	2
University of Illinois at the Medical Center	4	2	2
Southern Illinois University-Carbondale	4	2	2
Elmhurst College	3	2	1
University of Chicago	3	2	1
Schools of the Art Institute of Chicago	2	1	1
Aurora College	2	1	1
Eastern Illinois University	2	1	1
Lewis University	1	*	*
Mundeline College	1	*	*
Bradley University	1	*	*
Illinois Institute of Technology	1	*	*
Western Illinois University	1	*	*
Sangamon State University	1	*	*
Southern Illinois University-Edwardsville	1	*	*
Out-of-State	24	14	10
Total who have chosen a transfer institution	170		
No College Selected	71		29%
Grand Total	241	100%	100%

*Less than 1% of group

Table 6

Community College Transfers by Chicago Residence Area and Transfer Institution Selected (N = 170)

Four Year College or University Selected (1)	City of Chicago: North of Chicago Avenue Number (2)	North of Chicago Avenue Percent (3)	City of Chicago: Between Chicago and 6700 S. Number (4)	Between Chicago and 6700 S. Percent (5)	City of Chicago: South of 6700 S. Number (6)	South of 6700 S. Percent (7)	Suburbs Number (8)	Suburbs Percent (9)	Total Number (10)	Total Percent (11)
University of Illinois at Chicago Circle	8	29%	10	36%	6	21%	4	14%	28	16%
University of Illinois at Urbana-Champaign	3	17	0	0	0	0	15	83	18	11
Northeastern	10	67	0	0	3	20	2	13	15	9
Northern Illinois	1	8	0	0	2	15	10	77	13	8
Chicago State	0	0	3	23	10	77	0	0	13	8
Illinois State	0	0	0	0	1	17	5	83	6	4
Roosevelt	2	33	2	33	2	34	0	0	6	4
Northwestern	2	33	1	17	1	17	2	33	6	4
Governor's State	0	0	1	20	2	40	2	40	5	3
Other Illinois 4-Year College and Universities	8	22	7	19	8	22	13	36	36	21
Out-of-State Colleges and Universities	4	17	3	13	2	8	15	63	24	14
Grand Total	38	22%	27	16%	37	22%	68	40%	170	100%

only 4 students from the suburbs having definitely selected UICC. However, for UIUC exactly the opposite is true with 83 percent of those selecting UIUC residing in the suburbs. Only 3 students from Chicago chose UIUC, and they live north of Chicago Avenue. No community college student who resides south of Chicago Avenue in the city chose UIUC as their first choice institution.

The students who reside between Chicago Avenue and 6700 South chose UICC over all others with Chicago State and Roosevelt attracting 2 or 3 students each. South of 6700 the picture is reversed with Chicago State being selected by 10 of the 37 students who reside in the area followed by UICC with 6.

Of the suburban students interviewed, the largest number (15) selected UIUC, with Northern Illinois University second. Other Chicago area and out-of-state colleges were also selected by suburban students.

Curriculum Choice

The students interviewed were asked what curriculum they were enrolled in at the community college and what program they expect to enter upon transfer to a four-year college or university. All except 2 of the 241 students specified a community college curriculum and only 8 out of 241 indicated that they were undecided about what program they would enter after they transfer.

The number of students by community college curriculum and curriculum preference after transfer are shown in Table 7. More than 80 percent of the

TABLE 7

Number of Students by Community College Curriculum
and
Curriculum Preference After Transfer

Curriculum (1)	Community College No. (2)	Community College Percent (3)	Transfer Institution No. (4)	Transfer Institution Percent (5)
General	(49)	20.5%	(10)	4.1%
Liberal Arts	46		0	
Undecided	2		8	
Interdisciplinary Studies	1		2	
Agriculture	(0)	0.0	2	.8
Biological Sciences	(7)	2.9	(11)	4.6
Home Economics	(4)	1.7	(4)	1.7
Home Economics (General)	1		0	
Food and Nutrition	3		3	
Interior Decorating	0		1	
Business and Commerce	(42)	17.4	(47)	19.5
Accounting	7		13	
Business Administration	31		29	
Marketing	1		1	
Management	2		3	
Real Estate	1		1	
Education	(19)	7.9	(30)	12.5
Education (General)	2		2	
Elementary Education	6		14	
Secondary Education	1		3	
Special Education	6		7	
Physical Education	4		4	
Physical Sciences	(5)	2.1	(5)	2.1
Physical Science (General)	3		3	
Chemical Engineering	1		1	
Geology	0		1	
Natural Science	1		0	
Engineering	(7)	2.9	(10)	4.2
Engineering (General)	4		5	
Electrical	3		4	
Mechanical	0		1	
Mathematics	(2)	.8	(3)	1.2

Curriculum (1)	Community College No. (2)	Community College Percent (3)	Transfer Institution No. (4)	Transfer Institution Percent (5)
Computer Science	(6)	2.5%	(5)	2.1%
Computer Science	2		3	
Data Processing	4		2	
Communications	(8)	3.3	(7)	2.9
Communications	4		3	
Journalism	2		1	
Broadcasting	1		2	
Cinematography	1		1	
Humanities	(3)	1.2	(8)	3.3
English Literature	1		2	
Speech Science	1		1	
History	1		2	
Foreign Language	0		2	
Philosophy	0		1	
Fine Arts	(19)	7.9	(21)	8.7
Art	4		4	
Art Education	0		1	
Commercial Art	1		1	
Architecture	3		3	
Interior Design	2		2	
Music--Applied	6		7	
Music Education	2		1	
Drama	1		1	
Music Therapy	0		1	
Social Sciences	(38)	15.8	(41)	17.0
Social Science (General)	5		5	
Economics	0		1	
Psychology	7		8	
Library Science	0		1	
Sociology	6		5	
Social Welfare	5		4	
Political Science	2		2	
Criminal Justice	7		7	
Pre-Law	6		8	
Health and Medical	(26)	10.8	(34)	14.1
Pre-Medicine	4		4	
Pre-Dentistry	1		1	
Nursing	15		20	
Pharmacy	1		1	
Speech Pathology	1		1	
Medical Technology	4		6	
Veterinary Medicine	0		1	
Technologies (Career)	6	2.5	3	1.2
GRAND TOTAL	241	100%	241	100%

students were in the following six areas at the community college: General or Liberal Arts (20.5), Business and Commerce (17.4), Social Sciences (15.8), Health and Medical (10.8), Education (7.9), and Fine Arts (7.9). These data show that Chicago area baccalaureate oriented students in community colleges were not enrolled in significant proportions in agriculture, biological or physical sciences, engineering mathematics, computer science, communications, or humanities, which account for less than 18 percent of the total.

The curriculum preferences for these same students after transfer are shown in columns 4 and 5 of Table 7. Excluding Liberal Arts General which was not selected by any students as a preferred transfer curriculum, all of the five previously mentioned curriculum areas increased in the percent of students selecting them. Business and Commerce is most popular with one out of five choosing it, followed by social sciences (17.0), Health and Medical (14.1), Education (12.5), and Fine Arts (8.7), all of which account for approximately 72 percent of the transfers. Engineering, biological sciences, and humanities each had a small increase in the number of students who prefer these areas.

These data show that community college baccalaureate oriented students are predominately interested in business, education, social science disciplines, and health and medical professions (mainly nursing). Curricula which tend to require several years of preparatory study in quantitative areas such as mathematics, chemistry, and physics are not selected in high proportions.

An analysis of the relationship between the community college and transfer institution curriculum preference was made for the total sample, for the City Colleges of Chicago, and the suburban colleges separately. These data are presented in Table 8. There is a strong relationship (r = .60) between the curriculum in which the community college student is enrolled an and the curriculum which the student indicates will be his or her choice after transfer. Even with the change of 46 students from Liberal Arts at the community college to more specific curricula at the transfer institution, a correlation of .60 demonstrates that the program at the community college has a major effect on the curriculum choice after transfer. It is estimated that approximately 36 percent of the variance in the transfer curriculum can be explained by the community college program in which students enroll.

TABLE 8

Relationship Between Community College Curriculum and Preferred Transfer Institution Curriculum

Group	Pearson Product Moment Correlation r	Percent of Varience Explained r^2
Total (N = 241)	.60	.36
All City Colleges of Chicago Sample (N = 143)	.72	.52
Suburban Colleges (N = 90)	.42	.18

Analysis of the curricular choices for the students in the City Colleges of Chicago as a group resulted in a higher relationship than found for the total group. The correlation is .72 for the 143 students. It is estimated that approximately 50 percent of the variance in preferred transfer curriculum can be explained by the community college curriculum choice. However, for the 90 suburban students, the correlation is .42 resulting in an estimate of 18 percent of the variance explained. There is no data in this study to explain why the relationship is stronger for the Chicago City College students than it is for the suburban college students.

Attractive Features of Chicago Circle

A total of 121 or 49 percent of the 241 sample students either selected or considered UICC as a transfer institution. Twenty-eight students indicated that they had selected UICC as their first choice and an additional 93 students had considered UICC. Some of the "considered" group have selected other institutions and some of them have not yet decided. The most important factors for the 28 who selected UICC is "location close to home or work" for about 40 percent followed by "low tuition" for 21 percent and "offered program" for 14 percent. These reasons are similar to those for the total group reported in Table 3, but location and low tuition rank higher for those who selected UICC, while the top four factors are the same.

All students who had not selected UICC as their first choice institution were asked if they had considered UICC as a transfer institution. Ninety-three or 36 percent of the total sample of 241 stated that they had considered

it. These students were then asked to list the "factors which make UICC an attractive choice for transfer" and the responses are presented in Table 9 by descending order of the number of times mentioned by the 93 students who considered UICC. Location close enough to live at home was mentioned by almost one-half (45%) of the group followed by high reputation (44%), friends' choice (25%), and offers program choice (18%). The attractive features for the group which considered but did not chose UICC are essentially the same as the most important factors by the 28 who selected UICC. There is clear evidence that location, "offered the program," and low tuition are of major importance to those who selected UICC. However, those who considered but did not choose UICC mentioned high reputation, friends' choice, and good facilities more often than low tuition.

TABLE 9

Attractive Features of University of Illinois at Chicago Circle
by Community College Transfer Students
who have Considered but not Selected UICC

Rank	Factor	Number of Responses	Percent of Group (N=93)
1	Location: Close Enough to Live at Home	42	45%
2	Academic: High Reputation	41	44
3	Friends Choice	23	25
4	Academic: Offers Program of Choice	17	18
5	Good Facilities	10	11
6	Educational Environment or Atmosphere	7	8
7	Location: Convenient to Place of Work	4	4
8	Quarter System: Convenient Times	4	3
9	More Transfer Credit Accepted	3	4

Unattractive Features of Chicago Circle

Location is also the most unattractive feature mentioned about UICC, but it is because 20 percent of the students who considered but did not select UICC said they did not want to commute, as shown in Table 10. More than one-half of these were from Chicago City Colleges. Another unattractive feature is the security of the area mentioned by 15 or one in six of the 93 students. But all of the 15 students concerned about security were from the suburban group which is about one-fourth of the 58 students from the suburbs who considered UICC. More than one in four of these students stated that they were unwilling to transfer to Chicago Circle because they "had heard" that it was not safe to attend college there. The writer explored this with many students and it seemed to be based on what they had heard from friends or from the news media. However, this unattractive feature is strictly a characteristic found in the suburban group. Not one of the students from Chicago City Colleges listed this as an unattractive feature of UICC.

TABLE 10

Unattractive Features of University of Illinois at Chicago Circle
by Community College Transfer Students
who have Considered but not Selected UICC

Rank	Factor	Number of Responses	Percent of Group (N=93)
1	Location: Do not want to Commute	20	22%
2	Security of Area	15	16
3	Classes too Large	11	12
4	Entrance Requirements and Acceptance of Credit	9	10
5	Academic: Do not have Program	8	9
6	Financial: Cost too High	6	7
7	No Parking Facilities	5	5
8	Quarter System	2	2
9	No Evening Classes	1	1
10	Others	13	14

Attractive Features of Urbana-Champaign

A total of 70 or 29 percent of the 241 sample students either selected or considered UIUC as a transfer institution. This is in contrast to the 49 percent for UICC. Clearly UICC has more of the characteristics considered to be important to the total Chicago Area Community College baccalaureate oriented students and it is therefore more likely to be selected for transfer than is UIUC.

There was a total of 18 or 7.5 percent of the 241 sample students who indicated that they had selected UIUC as the institution to which they plan to transfer. This does not mean that they had been admitted or that they met the competitive admission requirements. For the 18 students who selected UIUC, academic reputation was the most important factor for 38 percent followed by "offered program" with 22 percent. The most important responses given by this group of students are definitely different from those given for students who selected UICC.

TABLE 11

Attractive Features About University of Illinois at Urbana-Champaign
by Community College Transfer Students
who have Considered but not Selected UIUC

Rank	Factor	Number of Responses	Percent of Group (N=52)
1	Academic: High Reputation	22	42%
2	Educational Environment or Atmosphere	15	29
3	Location: Far Enough to Live Away From Home	11	21
4	Friends Choice	10	19
5	Financial: Low Tuition	4	8
6	Social Aspects	4	8
7	Size	4	8
8	Academic: Offers Program Choice	3	6
9	Location: Convenient for Work	2	4
10	Other	3	6

There were 52 students or 21.5 percent of the total sample of 241 who considered UIUC as a place to transfer but did not choose it. This is approximately one-half as many as considered UICC.

High academic reputation was mentioned by 42 percent of these students as an attractive feature of UIUC for transfer as shown in Table 11. The educational environment or atmosphere is attractive to 30 percent of the group, followed by location far enough from Chicago to live away from home. About one-fifth of these students indicate that UIUC was attractive because friends attended. As shown in Table 11, low tuition, social aspects, size, offers program choice, and convenient to work were mentioned as attractive features by 2 to 4 students. These students clearly prefer a residential campus with a high academic reputation and with an academic environment or atmosphere. The writer interprets academic atmosphere or environment to mean opportunities to interact with other students and faculty in learning as well as social environments, in contrast to the commuter campus where students go to class and then go to work without much opportunity to develop friendships among their fellow students.

Unattractive Features of Urbana-Champaign

Only one-fourth of the students who considered UIUC responded to the question about unattractive features about UIUC.

Distance from home was mentioned by 25 percent of the 52 students who considered UIUC and financial cost too high was mentioned by 19 percent as shown in Table 12.

UIUC was considered too large by 17 percent of those interviewed. Location outside Chicago, competitition, high admission requirements, requires

too much adjustment, classes too large, and no student jobs were mentioned by 1 to 5 students. However, for the most part the 52 students who considered but did not choose UIUC were not critical and did not have any major suggestions for improvement.

TABLE 12

Unattractive Features About University of Illinois at Urbana-Champaign
by Community College Transfer Students
who have Considered but not Selected UIUC

Rank	Factor	Number of Responses	Percent of Group (N=52)
1	Distance from Home	13	25%
2	Financial Cost Too High	10	19
3	Size: Too Large	9	17
4	Location: Outside Chicago	5	10
5	Too much Competition	5	10
6	Academic: Admission Requirements too High	5	10
7	Requires too much Adjustment	3	6
8	Classes too Large	2	4
9	No Student Jobs	1	2
10	Other	5	10

V

Summary and Recommendations

The major prupose of this study was to determine the factors considered to be important by Chicago area baccalaureate oriented community college students in choosing a transfer college or university. The study also identified the attractive and unattractive factors about the University of Illinois at Chicago Circle and the University of Illinois at Urbana-Champaign as potential transfer institutions.

The study is a normative survey of a random sample of the 241 baccalaureate oriented students enrolled in 14 Chicago area community colleges during the 1974 fall semester. All sample students were interviewed to obtain data on 24 personal, demographic and attitudinal variables which were reported and analyzed in this study.

Approximately 7 out of 10 of the Chicago area community college students interviewed had selected the college or university to which they planned to transfer. Two-thirds (65%) of the students who had decided on a transfer institution planned to transfer to one of the thirteen Illinois public universities, and another 14 percent planned to transfer to an institution outside Illinois. Only one-fifth (20%) of the students had decided to transfer to an Illinois non-public college or university.

The University of Illinois at Chicago Circle is the one institution most preferred by Chicago area community college students. One-sixth of the students who have decided on an institution choose UICC, and this is almost two times as many as chose any other university except the University of Illinois

at Urbana-Champaign which is second with 11 percent. However, a majority of the students chose a Chicago area commuter institution which has low tuition and is considered by the student to have a "high" academic reputation.

Almost all of the students had decided what curriculum they would enter upon transfer. Approximately one-fifth (19.5%) of the students plan to enter business and commerce, one-sixth (17%) prefer the social science disciplines, one-seventh (14%) the health and medical professions, one-eighth (12.5%) prefer education, and approximately 9 percent plan to enter the fine arts. These five curricular areas account for 72 percent of the students. These data demonstrate that very few community college transfer students from metropolitan areas are likely to transfer into the natural sciences, mathematics, humanities, or communication curricula.

There are four major factors which characterize the college or university which community college students select for completion of a baccalaureate degree. First, the institution must offer the program which the student prefers. Second, the students prefer that it be located close enough that they can live at home and attend college. Third, students want the transfer institution to have a high academic reputation. Fourth, low tuition is an important factor. Therefore, institutions which offer a high quality comprehensive program at low tuition within commuting distance of the community college student will attract a major proportion of the transfer students.

Even though UICC was attractive to a large proportion of the Chicago area community college students, it has some unattractive features for those

students who considered but did not select it for transfer. Approximately one-fifth of this group did not want to commute, and they were about equally divided between the city of Chicago and suburban students. It is clear that there is at least some demand for a comprehensive, high reputation public university with a residential environment for transfer students.

The most challenging finding of the study is that the security of the area around the Chicago Circle campus is considered an important reason for not selecting that institution by those who considered it. Just as important is the finding that only the suburban students considered this a significant negative factor. Fifteen or one-fourth of the 58 students from the suburban colleges who considered Chicago Circle listed security as an important negative factor in their decision not to select UIUC.

The Urbana-Champaign campus is considered attractive to students who considered but did not select it because of its high academic reputation, academic atmosphere, and its location far enough away from home that the student would have to live on campus. It is clear that these students definitely want a residential college experience after transfer.

Recommendations

Chicago Circle

1. UICC should continue to offer a comprehensive program of high quality in order to be attractive to Chicago area community college transfer students. Especially programs in business and commerce, social sciences, education, and fine arts will be attractive to a large proportion of community college transfer students.

2. UICC should continue to make its academic environment attractive to commuter students, but it should consider ways of creating and publicizing opportunities for students to reside on or near campus so that those students who desire to do so will not have to commute. This will make UICC attractive to a new student clientele.

3. UICC should continue to keep its tuition at a level which will make it competitive with other Chicago area institutions. Low tuition is a critical factor for community college transfers, especially those from Chicago City Colleges.

4. UICC should continue to articulate its programs with Chicago City Colleges and the suburban community colleges. The sharp increase in community college enrollment in general combined with the greater than average growth in suburban college baccalaureate oriented students make it mandatory that UICC continue to increase its attractiveness to suburban area community college transfers.

5. UICC should continue to develop its program to increase the personal security of its students and initiate a public information program to communicate this safety to its potential clientele in the eleven suburban community colleges.

Urbana-Champaign

1. UIUC should continue to offer high quality comprehensive programs in an academic environment and atmosphere. These are the qualities which are attractive to the community college students who select UIUC.

2. To maximize the numbers of Chicago area community college transfers, UIUC should concentrate its articulation and recruitment programs in the suburban community colleges in contrast to the seven City Colleges of Chicago. The characteristics of the potential Chicago City College transfers as a group combined with the important factors in choosing a transfer institution make it unlikely that many students from the Chicago City Colleges will transfer to UIUC.

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APPENDIX A

Participating Colleges and Interviewers

Code No. (1)	College (2)	No. of Usable Interviews (3)	No. Not Used** (4)	Approx. Date of Interview (5)	Interviewer(s) (6)
51	Central YMCA	8	1	2-27-75	Feinartz/Scholl
29	W. R. Harper*	25	1	2-3-75	Anderson/Scholl
12	Kennedy-King	28	8	11-74	Johnson/Keys
42	Lake County	20	1	3-13-75	Anderson/Scholl
10	Loop	28	3	11-74	Jones/Knight
08	Malcolm X	26	8	11-74	Burks/Burton
06	Mayfair	18	7	11-74	Cacharelis/Hotten
38	Moraine Valley*	10	2	5-1-75	Anderson/Scholl
45	Oakton	2	3	4-17-75	Feinartz
14	Olive-Harvey	8	0	11-74	Turner
03	Prairie State*	14	1	2-13-75	Anderson/Scholl
07	Southwest	16	0	11-74	DeGeeter
33	Waubonsee	19	0	3-6-75	Anderson/Scholl
13	Wright	19	0	4-25-75	Anderson/Scholl
	Total	241	35		

*Sample selected by community college.
**Incomplete data or sample error.

IBM

Company

Application

INTERNATIONAL BUSINESS MACHINES CORPORATION

MULTIPLE-CARD LAYOUT FORM

Student ID No.
No. Terms
Time Status
Comm. College Choice Factors
CC Major
Trans. Major
Orig. Trans.
Current Trans.
Bacc. Major
Term of Transfer
Pre-Trans. Hrs.
Trans. Inst. Decided
Trans. Inst.
Bacc. Inst. Choice Factors
Consider UICC
Attractive UICC
Unatt. UICC
Improve UICC
Consider UIUC
Attractive UIUC
Unattractive UIUC
Improve UIUC
Comm. Coll.
Chicago Area
Age
Sex
Marital Status
Race
Income
Income Base
Income Supporters
Attractive UICC (48 Cont.)
Unattract. UICC (49 Cont.)
Improve UICC (50 Cont.)
Attract. (52 Cont.)
Unatt. (53 Cont.)
Improve (54 Cont.)

Form X24-6599-0
Printed in U. S. A.

Appendix C

Interviewer Instructions

Purpose of Study

The purpose of this study is to identify and examine factors which influence Chicago area community college students' choices of transfer institutions, particularly as they relate to the University of Illinois.

Sample

The sample for this study will consist of a minimum of 30 students randomly selected from each of eighteen Chicago area community colleges. The sample will be selected from the population of 1974 fall students enrolled in baccalaureate oriented programs. Full and part-time students will be included.

Time Schedule

All interviews should be completed during the 1974 fall semester.

Method of Contact

Students in the sample will receive a letter from Dr. Ernest F. Anderson, Coordinator of University-Junior College Relations at the University of Illinois informing them of their selection, outlining the nature of the study, and notifying them that they will be contacted by individual interviewers to set up an appointment. Each interviewer will receive a list of students with addresses and phone numbers to contact. For the sake of continuity, interviewers will identify themselves in the capacity of graduate students assisting in a study being done by the University of Illinois rather than faculty of a community college. An example of how the telephone call might be initiated as follows:

> Hello. This is ___ and I'm a graduate student at the University of Illinois. Is this (student's name) and are you enrolled in ___ college? [If the identity of the student checks with your list and he or she was at some time enrolled in the college for which he or she appears on the list, go ahead and set up the interview. If the identity of the student does not check, attempt to find a current address and phone number for the student. If this is not possible, replace the student with another one listed]. I'm following up a letter which you should have received from the University of Illinois concerning a study of community college student attitudes about transferring. Did you receive this letter informing you of your selection as a sample member? [If no, confirm the address listed and promise to send a letter, then summarize the contents of the letter and ask the student if he or she would be willing to participate]. We would appreciate your help and anticipate that it should take only 10 or 15 minutes of your time. Would it be convenient for you to meet me at the Dean of Students office at ___college at (time) on (date) for the interview?

The Questionnaire

Please follow all directions on the questionnaire. Do not read aloud anything in parentheses. If a student is unable or unwilling to answer a given question, write in whatever comment the student makes.

Please place on the back of page 4 your name, and the approximate time and date of the interview, and any comments which you might have.

Question by Question Instructions (As needed)

Q. 3. In the "mentioned" column, check as many factors as the student can readily provide. The student should volunteer factors which the interviewer will then fit as closely as possible into the choices listed. Avoid leading the student by providing possibilities, but after the student has responded, clarification may be made (if needed) by reading back the categories you are checking for confirmation that they reflect the general content of the student's answer.

Check only one response in the "most important" column. The "most important" factor should be one of those "mentioned."

Q. 4. Refers to major area of study (i.e., economics, chemistry, computer science, elementary education, finance, architecture, teaching of biology).

Q. 5. If "yes," proceed with questioning sequence.

If "no," get clarification of a sampling error by confirming the program in which the student is enrolled and any other relevant information. Continue informal discussion to close out interview. It will be necessary to contact another student on your list to replace one which is not in a transfer program.

Q. 7. If "yes," proceed with questioning sequence.

If "no," ask "Did you consider transferring?"

If "yes," go to question #14 and finish questioning sequence.

If "no," administer personal data sheet after a brief discussion of student's studies and personal plans.

Q. 8. Refers to major or curriculum the student expects to enter after transfer (i.e., accounting, math). If it is the same major as listed in #4 above, use the same name of major.

Q. 9. If the student is not sure, get a "best guess."

Q. 11. If "yes," proceed with questioning sequence.

If "no," skip to #14 and finish questioning sequence.

Q. 12. If any other than UICC or UIUC, proceed with questioning sequence.

If UICC, ask #13 then skip to #18 and proceed with questioning sequence.

If UIUC, continue questioning sequence through #17, then end interview.

Q. 13. See #3.

Q. 14. If "yes," proceed with questioning sequence.

If "no," skip to #16 and continue questioning sequence.

Q. 18. If "yes," finish questioning sequence.

If "no," skip to #20 and finish questioning sequence.

APPENDIX D

(1) (2) (3)

INTERVIEW SCHEDULE

ATTITUDES OF CHICAGO AREA COMMUNITY COLLEGE STUDENTS
TOWARD TRANSFER TO THE UNIVERSITY OF ILLINOIS AT
CHICAGO CIRCLE AND URBANA-CHAMPAIGN

1. How long (including this term) have you been attending this institution?

(Circle one) 1 2 3 4 5 6 7 8 9 Terms (4)

2. Are you a full-time student? Yes 0 No 1 (5)

*3. What factors did you consider in choosing this community college? Which one was most important?	Mentioned *(Check as many as apply)*	Most Important *(Check one)*	
0. Location--close enough to live at home	0	1	(6)
1. Location--convenient to place of work	0	1	(7)
2. Academic reputation--high quality	0	1	(8)
3. Academic standards--admission probable	0	1	(9)
4. Academic--offers special program of choice	0	1	(10)
5. Financial--low tuition	0	1	(11)
6. Financial--financial assistance offered	0	1	(12)
7. Parental preferences	0	1	(13)
8. Friends' choice	0	1	(14)
9. Counselor or teacher recommendations	0	1	(15)
10. Courses offered at convenient times	0	1	(16)
11. Other_____	0	1	(17)

*4. What program (curriculum) are you enrolled in?

_____ (18-19)

*5. Is it a transfer program? Yes 0 No 1 (20)

**Indicates special instructions on separate sheet.*

6. Did you plan to transfer when you entered college? Yes__ 0 No__ 1 (21)

*7. Are you now planning to transfer to another college or university? Yes__ 0 No__ 1 (22)

*8. If so, what program (curriculum) do you expect to enter? (23-24)

_____

*9. When do you expect to transfer? *(Check one)* (25)

___ 0. Winter '75

___ 1. Spring '75

___ 2. Summer '75

___ 3. Fall '75

___ 4. Winter '76

___ 5. Spring '76

___ 6. Fall '76

___ 7. Winter '77

___ 8. Spring '77

___ 9. Fall '77 or after

10. How much of your program do you plan to complete before transfer? *(Check one).* (26)

___ 0. Less than one year (1-29 semesters/ 1-44 quarter hours)

___ 1. One year but less than two (30-59 semester/45-89 quarter hours)

___ 2. Two or more years (60 semester/90 quarter hours or more)

*11. Have you decided what institution you will transfer to? Yes__ 0 No__ 1 (27)

12. If yes, which one?

_____ (28-29)

**Indicates special instructions on separate sheet.*

*13. Why did you decide to transfer to this institution instead of some other?	Mentioned *(Check as many as apply)*	Most Important *(Check one)*	
Which one was most important?			
0. Location--close enough to live at home	___ o	___ T	(30)
1. Location--far enough away to live out	___ o	___ T	(31)
2. Location--convenient to place of work	___ o	___ T	(32)
3. Academic reputation--high quality	___ o	___ T	(33)
4. Academic standards--admission probable	___ o	___ T	(34)
5. Academic--offers program of choice	___ o	___ T	(35)
6. Financial--low tuition	___ o	___ T	(36)
7. Financial--financial assistance offered	___ o	___ T	(37)
8. Financial--could continue to work	___ o	___ T	(38)
9. Parental preferences	___ o	___ T	(39)
10. Friends' choice	___ o	___ T	(40)
11. Counselor or faculty recommendations	___ o	___ T	(41)
12. Quality of athletic program	___ o	___ T	(42)
13. Courses offered at convenient times	___ o	___ T	(43)
14. Thought I'd be successful there	___ o	___ T	(44)
15. More transfer credit accepted	___ o	___ T	(45)
16. Other	___ o	___ T	(46)
*14. Have you considered transferring to the University of Illinois at Chicago Circle (UI-CC)?	___ o	___ T	(47)

15. What factors make UI-CC an attractive choice for transfer? (48)

0. _____

1. _____

2. _____

3. _____

Indicates special instructions on separate sheet.

16. What factors make UI-CC an unattractive choice for transfer? (49)

0. _____

1. _____

2. _____

3. _____

17. How could UI-CC be changed to make it a more desirable place to transfer? (50)

0. _____

1. _____

2. _____

3. _____

*18. Have you considered transferring to the University of Illinois at Urbana-Champaign (UI-UC)? Yes__0 No__1 (51)

19. What factors make UI-UC an attractive choice for transfer? (52)

0. _____

1. _____

2. _____

3. _____

20. What factors make UI-UC an unattractive choice for transfer? (53)

0. _____

1. _____

2. _____

3. _____

21. How could UI-UC be changed to make it a more desirable place to transfer? (54)

0. _____

1. _____

2. _____

3. _____

*Indicates special instructions on separate sheet.

PERSONAL DATA
(To be completed by student) (1) (2) (3)

Please check one response for each question. All responses are confidential.

1. Community College: (55-56)

___03 Prairie State	___12 Kennedy-King	___29 Wm. R. Harper
___06 Mayfair	___13 Wright	___38 Moraine Valley
___07 Southwest	___19 DuPage	___42 Lake County
___08 Malcolm X	___20 Morton	___45 Oakton
___10 Loop	___23 Thornton	___51 Central YMCA
___14 Olive-Harvey	___28 Triton	___55 Kendall

2. Section of city or area in which you live: (57)

___ 0 Chicago--North of Chicago Avenue
___ 1 Chicago--between Chicago Avenue & 6700 S
___ 2 Chicago--south of 6700 S
___ 3 Suburbs (which one?)_____

3. Age: ____ (58-59)

4. Sex: (60)

___ 0 Female
___ 1 Male

5. Marital Status: (61)

___ 0 Single
___ 1 Married

6. Race: (62)

___ 0 White/Caucasian
___ 1 Black/Negro/Afro-American
___ 2 Oriental
___ 3 Mexican-American/Chicano
___ 4 Puerto Rican-American
___ 5 Other (Specify)_____

7. Estimated total family income before taxes in 1974: (63)

___ 0 Under $3,000
___ 1 $3,000 - $5,999
___ 2 $6,000 - $9,999
___ 3 $10,000 - $14,999
___ 4 $15,000 - $24,999
___ 5 Over $25,000

8. Is income indicated above that of your (64)

___ 0 Parental family, or
___ 1 Own household

9. Number of persons supported by this income: (65)

(Circle one) 1 2 3 4 5 6 7 8 9+

UNIVERSITY OF CALIF.
LOS ANGELES
OCT 22 1976
CLEARINGHOUSE FOR
JUNIOR COLLEGES